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In 1967, junior college and Kansas State Teachers College personnel studied the preparation of the state's junior college teachers. To design a graduate program, they analyzed the instructors by the education they had or needed. The data came from 450 teachers at 14 of the 16 Kansas junior colleges. Among the findings were: (1) 88% came from elementary or secondary schools, (2) many had limited teaching experience or recently-earned graduate qualifications, (3) most were well qualified in their teaching field, (4) many had had undergraduate education courses, (5) only a third had had a course specifically on the 2-year college, and (6) many held graduate degrees and others had done work beyond the master's. Groups expected in the program were secondary and elementary teachers, those with graduate degrees but little or no teaching experience or professional course work, and faculty members who, regardless of degree, wished to raise their professional qualifications. Most study in the program should be in the candidate's teaching field, with some education courses to supply background and technique. Field experience should replace the usual student teaching programs. Proposals for the program were: (1) 23 hours of course and thesis work in a major; (2) a seminar conducted by graduate faculty members on student characterists, teaching methods, curriculum, and current issues in higher education; (3) internship to provide junior college teaching experience; and (4) a special course on the junior college. (HH)

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FACULTY PROFILE: KANSAS COMMUNITY JUNIOR COLLEGES

by

Wallace E. Good, Carl Heinrich, and Dwight Wicker

Soon after he became President of Kansas State Teachers College at Emporia in the Spring of 1967, John Visser invited administrators of Kansas Community Junior Colleges to the campus to discuss items of mutual concern. As a result of this meeting, a joint committee of community-junior college and Kansas State Teachers College personnel was appointed to study the preparation of teachers for service in Kansas Community Junior Colleges. Dr. Lawrence Boylan, Dean of the Kansas State Teachers College Graduate Division was named chairman. At an early meeting of the committee, it became obvious that the design of a graduate program required further analysis of the characteristics of community junior college faculties. The committee wanted to know what amount and kind of education and teaching experience these faculty members already had and what their additional needs were. Several resources were made available to the committee which were helpful in assessing national trends.[1]

[1]Leland Medsker, chairman of the Center for the Study of Higher Education, and Ralph Ranfield, director of the Midwest Community College Leadership Program, met with the committee. Other resources included Roger Garrison's Junior College Faculty: Issues and Problems and papers such as Lewis Mayhew "The Professional Needs of College Teachers," Russell Cooper, "The College Teaching Crisis," John Gustad, "On Improving College Teaching," and Arthur Cohen, "Teacher Education: Rationale and Practice."

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CLEARINGHOUSE FOR JUNIOR COLLEGE INFORMATION

Data was secured from 450 faculty members in fourteen of the sixteen community-junior colleges operating in Kansas.[2]

Teaching Experience.

Kansas two-year college faculty members have more frequently taught in elementary or secondary schools than their counterparts in other states. Medsker reported in 1960 that 64 per cent of faculty members in 76 junior colleges in fifteen states had formerly taught in secondary or elementary schools.[3] Clark found in the college which was the subject of his case study that three out of four members of the professional staff had previous positions in secondary education, a large majority of whom had been recruited from other districts.[4] More recent studies may indicate a trend away from prior experience at other levels,[5] but the data on 1967-68 Kansas public junior college faculty indicates that most (88 per cent) have come to the junior college after some experience in either

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[2]The two colleges not reporting were Butler County Community-Junior College with 55 faculty members and Independence Community-Junior College with 33 faculty members.

[3]Leland L. Medsker, The Junior College: Progress and Prospect (New York McGraw-Hill Book Company, 1960), p. 172.

[4]Burton R. Clark, The Open Door College (New York: McGraw-Hill Book Company, 1960), p. 117.

[5]Clifford G. Erickson, "Recruitment of Faculty for the Community and Junior Colleges," Current Issues in Higher Education. American Association for Higher Education, 1967, p. 249.

elementary or secondary schools.[6] This pattern seems to prevail for both full-time and part-time faculty members as shown in Table I. Table II shows that two-thirds began teaching at the secondary school level. It is not surprising to find, then, as Table III shows, that only eight per cent of the faculty members had no student teaching experience. The implication for the design of a preparation program seems to be that field experience should be planned to supersede typical student teaching programs.

Thornton has pointed out both the difficulty of estimating the annual need and the problems of recruiting competent instructors for community-junior colleges.[7] The demand for junior college faculty members may be indicated by the number currently employed who report five or fewer years of teaching experience. Table IV shows that 28 per cent of the 1967-68 Kansas community-junior college full-time faculty members had taught less than six years at any level. A majority had ten or less years of teaching experience. Undergraduate degrees had been granted in the 1960's to 30 per cent and graduate degrees in the 1960's to 58 per cent of those surveyed.[8] These

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[6]Some change may be expected as a result of separation of community-junior colleges from public school districts since the 1965 Community Junior College Act, and the provision in that Act exempting K. S. A. 72-6901-6927.

[7]James W. Thornton, Jr., The Community Junior College (New York: John Wiley and Sons, 1964), pp. 132, 133.

[8]See Table VII.

facts indicate that Kansas community-junior colleges have employed a sizeable number of instructors with limited amounts of teaching experience who have become qualified fairly recently. Enrollment growth patterns,[9] if continued, would lend weight to a prediction of a need for increases of about ten per cent per year in the number of Kansas community-junior college faculty members, if current teacher-student ratios prevail. Table IV also shows that 24 per cent of the full-time junior college faculty members have taught for more than 20 years. About 20 per cent of the instructors received graduate degrees prior to 1950 and 21 per cent were granted undergraduate degrees before 1940.[10]

Academic Backgrounds.

Community-junior college faculty members were asked to report the number of semester hours of both undergraduate and graduate course work in fields of specialization. These data were analyzed by divisions, and on the basis of percentages, without further statistical analysis, Tables V and VI would seem to indicate that those who teach in occupation fields typically have more course work at the undergraduate level and less at the graduate level than those in

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[9]Carl Fahrbach, "Enrollment in Kansas Colleges," October 26, 1967. This table shows a fall head count increase from 8,134 in 1963 to 13,180 in 1967, or an average annual increase of 12 per cent for this five-year period for all junior colleges.

[10]See Table VII.

in other areas. Relatively high percentages of teachers of social science, science, and math with 30 or more hours of graduate study were noted. Table V reveals that 42 per cent have completed over 30 hours of graduate work in the field of specialization, and Table VI shows that 69 per cent completed over 30 undergraduate hours in their fields. Ten per cent had no graduate credit in their teaching fields and seven per cent reported no undergraduate credit, but 62 per cent of those with no undergraduate credit work in fields commonly studied at the graduate level. Junior college faculty members in Kansas, then, have frequently completed ten or more graduate courses in the fields they teach as recommended by Garrison.[11]

Education Courses. Table V also shows that 82 per cent of the junior college instructors received 11 to 30 hours of undergraduate credit in education courses. Four per cent reported from one through ten hours with three per cent reporting none. Thirty-two per cent took no graduate education courses and almost a third reported between one and ten hours of graduate education credit. A course specifically on the two-year college had been taken by one-third of the respondents, which represents a slight increase over a study of the matter reported ten years earlier.[12] Those in fields of

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[11]Roger H. Garrison, Junior College Faculty: Issues and Problems (Washington: American Association of Junior Colleges, 1967), p. 72.

[12]The Public Junior College, Fifty-fifth Yearbook of the National Society for the Study of Education. (Chicago: University of Chicago Press, 1956) p. 217.

administration, physical science, and psychology seemed to have enrolled in a course on the junior college more frequently than those in other fields.

Colleges and Universities Attended and Degrees Earned. Thirty per cent of the 1967-68 junior college instructors in Kansas reported having attended a junior college for a portion of their undergraduate education, about the same percentage found by Medsker.[13] Fifteen per cent received undergraduate degrees at Kansas private colleges, and twenty-two per cent at public or private colleges in states adjoining Kansas. Twenty per cent of the undergraduate and twenty-one per cent of the graduate degrees had been granted at Kansas State College of Pittsburg. Table VII reports the data on sources of degrees in greater detail. General conclusions which can be drawn from the table are that a majority of the instructors in Kansas community-junior colleges have received graduate degrees from Kansas public institutions of higher education. About half of the graduate degrees have been granted by the state colleges, with the universities accounting for nearly one-fifth of the graduate degrees awarded and out-of-state institutions providing graduate degrees for about a third of the community junior college instructors.

The typical preparation of faculty members at Long Beach City College in 1960 was reported as a six-year program with approximately

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[13]Medsker, op. cit., p. 172.

one year of work beyond the master's degree.[14] Medsker reported that three-fourths of the faculty members in the junior colleges he studied held a graduate degree.[15] Table VI shows that 376 of the 450 1967-68 Kansas junior college instructors, or 84 per cent, held graduate degrees. Data on graduate work not applied toward a degree was not reported consistently, but the responses showed that many had done additional graduate work.

Conclusions.

Kansas community-junior college faculty members have usually had prior teaching experience in elementary or secondary schools, and, therefore, have typically met certification requirements for those levels including student teaching. A sizeable number have limited amounts of teaching experience or have become qualified by earning a graduate degree within recent years. Community-junior colleges may be expected to require new faculty members as additions or replacements in sufficient number to cause concern about their availability and preparation. Those who have been employed have usually been well qualified in terms of the amount of undergraduate or graduate work in teaching fields. In addition to work in these

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[14]Ralph R. Fields, The Community College Movement (New York: McGraw-Hill Book Company, 1962), pp. 160, 161.

[15]Medsker, op. cit., p. 171.

fields, these instructors have completed professional education courses, although almost one-third had not taken education courses at the graduate level. Only one-third had special graduate study on the nature, history, and philosophy of the junior college. A high percentage hold graduate degrees and many have graduate work beyond the master's degree. The state colleges of Kansas have been the source of about half of the graduate degrees.

Implications for a Preparation Program.

Some flexibility to meet the needs of people in a variety of situations must be built into an effective graduate study program. Some of the groups which may be identified as possible participants would include:

1. Secondary or elementary school teachers with a baccalaureate degree,
2. Graduate students with little or no teaching experience,
3. Secondary or elementary school teachers with master's degrees,
4. Holders of graduate degrees with no teaching experience or professional education,
5. Junior college faculty members with or without graduate degrees who wish to expand their educational qualification.

Most of the course work and research in the graduate program should be in the field in which the candidate expects to teach.

Professional education courses designed to provide for (1.) understanding and competence in teaching and (2.) appreciation of the history and purpose of the junior college should be planned as part of the graduate program.

Field experience should be available utilizing both graduate and junior college faculty members for supervision. This experience must be planned to supercede typical student teaching programs.

The importance of cooperation of graduate departments with the community-junior colleges in both the design and implementation of a program has been stressed.

A Program Proposal.

The committee of junior college and Kansas State Teachers College graduate faculty members developed a proposal for a graduate program which was submitted to the Kansas Public Community-Junior College Association and the Kansas State Teachers College Graduate Council for approval. Major features of the program included:

1. Twenty-three hours of course and thesis work in a major department.
2. A Seminar in College Teaching to be organized and implemented by a team of graduate faculty members to include consideration of characteristics of college students, instructional methods, curriculum, and current issues in higher education.

3. An internship to provide experience in teaching at the junior college level under joint supervision of selected junior college and Kansas State Teachers College graduate faculty members.
4. A course on the history, purpose, and characteristics of the Junior College in American Education.

This program is expected to be under way by the fall semester of 1968. The committee's next task is to find additional means of support for both students and faculty.

TABLE I

Prior Teaching Experience of 1967-68 Kansas Public Junior College Faculty Members

	Elementary or Secondary Schools		College or University		
	Number	Per Cent	Number	Per Cent	TOTALS
Full-time Faculty	329	88	44	12	373
Part-time Faculty	63	88	9	12	72
TOTALS	392		53		445

TABLE II

Level at Which 1967-68 Kansas Public Junior College Faculty Members Began Teaching

	Elementary		Secondary		Junior College		College or University		TOTALS
	No.	Per Ct	No.	Per Ct	No.	Per Ct.	No.	Per Ct.	
Full-time Faculty	73	18	275	66	41	10	25	6	414
Part-time Faculty	13	16	55	67	13	16	1	1	82
TOTALS or average	86	17	330	67	54	11	26	5	496*

* Some respondents reported beginning teaching at more than one level.

TABLE III

Student Teaching Experience Reported by 1967-68 Kansas Public Junior College Faculty Members

DIVISIONS	LEVEL OF EXPERIENCE: Elementary	Secondary	Junior College	University	None	TOTALS
Occupations[1]	6	80	6	3	11	104
Per cent of this division	6	77	6	3	10	
Humanities[2]	28	107	5	13	13	166
Per cent of this division	17	64	3	8	8	
Science and Math	3	75	3	4	7	92
Per cent of this division	3	82	3	4	8	
Social Science	8	51	2	8	7	76
Per cent of this division	11	67	3	11	9	
Miscellaneous[3]	16	61	3	1	2	83
Per cent of this division	19	73	4	1	2	
TOTALS	61	374	19	29	40	521*
Per cent of total respondents	12	72	4	6	8	

[1]Includes Agriculture, Industrial Arts, Vocational-Technical, Home Economics, and Business.

[2]Includes Art, Music, English, Foreign Language, and Speech.

[3]Includes Education, Physical Education, Guidance, Library and Administration.

*Some respondents reported student teaching experience at more than one level.

TABLE IV

Amount of Teaching Experience of 1967-68 Kansas Public Junior College Faculty Members

Years	Full-time Faculty		Part-time Faculty		TOTALS	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
0-5	107	28	32	43	139	31
6-10	90	23	16	22	106	24
11-15	54	14	6	8	60	13
16-20	37	10	8	11	45	10
Over 20	88	24	12	16	100	22
TOTALS	377		74		450	

TABLE V

Graduate Academic Preparation of 1967-68 Kansas Public Junior College Faculty Members

SEMESTER HOURS		DIVISIONS* Occupations	Humanities	Science and Mathematics	Social Studies	Miscellaneous	TOTALS	Professional Education
None	No.	15	7	7	8	7	44	120
	% of division	16	5	8	12	10	10	32
	% of no hrs. total	34	16	16	18	16		
1-10	No.	11	7	5	3	3	29	108
	% of division	12	5	5	4	4	6	29
	% of 1-10 hrs. total	38	24	17	10	10		
11-20	No.	16	16	13	14	16	75	75
	% of division	17	12	14	21	23	17	20
	% of 11-20 hrs. total	21	21	17	19	21		
21-30	No.	33	44	15	12	10	114	40
	% of division	35	34	17	18	15	25	11
	% of 21-30 hrs. total	29	39	13	11	9		
31-40	No.	15	34	29	15	23	116	16
	% of division	16	27	32	22	33	26	4
	% of 31-40 hrs. total	13	29	25	13	20		
Over 40	No.	4	20	21	16	10	71	13
	% of division	4	16	23	23	15	16	3
	% over 40 hrs. total	6	28	30	23	14		
TOTALS		94	128	90	68	69	449	372

*See Table III for classification of teaching fields.

TABLE VI

Undergraduate Academic Preparation of 1967-68 Kansas Public Junior College Faculty Members

SEMESTER HOURS		DIVISIONS* Occupations	Humanities	Science and Mathematics	Social Studies	Miscellaneous	TOTALS	Professional Education
None	No.	4	2	0	5	18	29	14
	% of division	4	2	0	7	30	7	3
	% of no hrs. total	14	7	0	17	62		
1-10	No.	1	2	2	5	2	12	19
	% of division	1	2	2	7	3	3	4
	% of 1-10 hrs. total	8	17	17	42	17		
11-20	No.	3	6	7	8	2	26	197
	% of division	3	5	8	11	3	6	46
	% of 11-20 hrs. total	12	23	27	31	8		
21-30	No.	7	23	19	13	9	71	155
	% of division	7	18	21	19	15	16	36
	% of 21-30 hrs. total	10	32	27	18	13		
31-40	No.	21	38	41	19	16	135	35
	% of division	22	29	46	27	27	31	8
	% of 31-40 hrs. total	16	28	30	14	12		
Over 40	No.	58	58	20	20	13	169	9
	% of division	62	45	22	29	22	38	2
	% over 40 hrs. total	34	34	12	12	8		
TOTALS		94	129	89	70	60	442	429

*See Table III for classification of teaching fields.

TABLE VII

Colleges Attended by 1967-68 Kansas Public Junior College Faculty Members

	Junior College		DEGREE DATES															
			1960's				1950's				1940's				Pre-1940's				TOTALS			
	No.	% of UGT	Grad.	%	U.G.	%	Grad	%	U.G.	%	Grad	%	U.G.	%	Grad	%	U.G.	%	Grad	%	U.G.	%
K. U.	9	31	18	8	7	5	6	7	10	6	2	6	2	3	10	26	10	11	36	10	29	6
K. S. U.	10	28	10	5	15	11	6	7	12	8	4	12	3	5	1	3	6	6	21	6	36	8
W. S. U.	5	56	8	4	2	2	3	4	5	3	1	3	1	2			1	1	12	3	9	2
KSTC, Emporia	22	38	55	25	21	16	12	14	12	8	5	14	12	19	3	8	13	14	75	20	58	12
KSC, Pittsburg	41	47	42	19	23	17	20	24	32	20	9	25	14	22	8	21	19	20	79	21	88	20
Ft. Hayes, KSC	5	14	19	9	10	8	8	9	16	10			7	11			3	3	27	7	36	8
Washburn	0	-			2	2			1	1			1	2							4	1
Kan. Private	14	21			17	13			13	8			8	13			29	31			67	15
Adj. State	23	24	44	20	28	21	19	22	46	29	10	28	11	17	4	11	12	13	77	20	97	22
Other	7	29	21	10	8	6	11	13	10	6	5	14	4	6	12	31	2	2	49	13	24	5
TOTALS	136	30	217	58	133	30	85	23	157	35	36	10	63	14	38	10	95	21	376		448	